The Professional Growth and Effectiveness System

Guidance for Alternative Settings
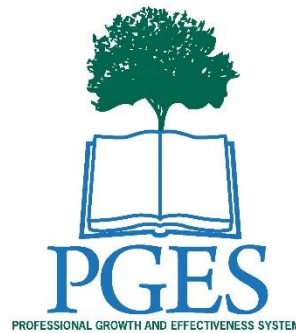
Table of Contents

Introduction

In 2009, with the passage of Senate Bill 1, Kentucky embarked on a comprehensive system of education reform, known as Unbridled Learning, that called for new, more rigorous standards, a new assessment and accountability system, and a focus on student readiness. Kentucky's ultimate goal is college/career readiness for all students by the time they graduate high school.

Recognizing how important effective teachers, other professionals, and principals are to student success, one of the pillars of Unbridled Learning is Next-Generation Professionals-an initiative to develop highly-effective teaching and leadership among all Kentucky educators. The vision is that every student is taught by an effective educator and every school is led by an effective principal.

In 2013, with the passage of House Bill 180, Kentucky cleared the way for a new statewide evaluation system to be used for all certified personnel. The Professional Growth and Effectiveness System (PGES) is designed to promote the vision of continuous professional growth and development of skills needed to be a highly effective teacher, other professional, or administrator. The legislation calls for mulitple sources of evidence including student growth data and meets one of the main requirements for Kentucky's Elementary and Secondary Education Act (ESEA) waiver.

PGES was developed to create and implement a fair and equitable statewide system to provide teachers, other professionals, and principals with a clear understanding of how they can be most effective, regular feedback about how their practices align with the Kentucky Framework for Teaching and Specialist Frameworks, and the tools, resources and support they need to develop and perfect their craft in order to promote student growth, achievement, and readiness.

PGES is used in Alternative School settings as well. These settings, while uniquely different in almost each instance, apply PGES for both teachers and principals. The components of PGES, both teacher and principal, may look slightly different than in a "traditional" setting. However, the components are used and provide valuable feedback to both teachers and principals in alternative settings.

This guidance document provides suggestions on how or where PGES may be adapted to better fit an alternative setting. In no way does this document purport to be all-encompassing. With the varied settings within Alternative Schools across the Commonwealth, no document will ever be able to include every situation. So that is not the intent. Nor is there an expectation that anyone outside the alternative settings will be more insightful or knowledgeable about how PGES might be best applied in any of these settings. Feedback was provided to the Kentucky Department of Education by members of the Alternative School setting. This feedback has formed the basis for the information that follows.

This document is a living document. It is edited as new and more experiences occur in the field that help shape how PGES best supports teachers and principals in alternative settings.

Teacher

KDE recommends that teachers in alternative settings receive the same learning opportunities about PGES as those in a traditional setting. This learning will provide the basis for PGES regardless of the settings in which it is applied. A great deal of information is available at the Kentucky Department of Education website.

Self-Reflection and Professional Growth Planning

http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx

Teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. Teachers in alternative settings have always used self-reflection.

Kentucky Framework for Teaching Self-Assessment

Name: _____ Date: _____

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	

Above is an illustration of a form for self-reflection commonly used by districts. Teachers follow the self-reflection processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan.

The goal of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to teachers in strengthening their competencies in the identified growth need areas.

Before teachers in alternative schools write a professional growth goal, the self-reflection occurs as describe above using the Kentucky Framework for Teaching. However, teachers can consider other information as they make decisions about their professional growth. Three questions for teachers to answer:
1. What do I want to change about my practice that will effectively impact student learning in alternative settings?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Teachers in alternative settings have always participated in professional growth planning. Teachers follow the professional growth planning processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan.

Student Growth Goal

http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx

All Kentucky teachers have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal.

Some alternative settings will logically allow for student growth goals to be written like goals you would find in any school. However, in some alternative settings this will not be the case.

Student Growth goals must fit the environment in which they are written. Since it would be inappropriate for a 5th grade language arts teacher to develop a student growth goal that focuses on high school physics, Student Growth in alternative settings must also fit the context.

Whenever appropriate, the use of academic student growth goals are the expectation. When that form of student growth goal is not appropriate, the goal is to be adapted to fit the setting. For instance, some alternative settings exist to support students whose behavior is preventing them from succeeding in a traditional setting. The focus of the alternative setting may be to support improved student behavior which would allow for academic growth. In this case, developing a student growth goal that focuses on improving student behavior would be appropriate.

Using the Think & Plan tool can help set the context for the Student Growth Goal. All of the steps can be followed for an alternative setting if they are adapted. A customized copy of the Think and Plan Tool follows. Considerations for alternative settings are included in red. The flexibility of the student growth process allows for inclusion of the unique measures of growth used in alternative settings.

Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form an alternative teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template.

Step 1: DETERMINE NEEDS

	Guiding Questions
Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.	
Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).*	
Identify the content area enduring skills*, concepts, and/or processes that your goal will target.	**In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area.** ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course? ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded,

(If this Student Growth Goal is not an academic goal, what is the enduring skill, concept or learning that will improve student success and ultimately improve student opportunity to succeed academically?)

course-long focus, and may necessary for the next level of instruction (next grade or future course)?
- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.
- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

(If this is not an academic goal, sources of evidence still exist. For example, PBIS data may be a source of evidence. Performance in previous settings may be evidence. There is no list that is intended to be all-inclusive. However, the goal should be based on multiple sources of evidence when available.)

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.
Note: At least three sources of evidence are recommended for contributing to baseline data.
- ✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
- ✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
- ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
- ✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if

	students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.) **Use baseline data to determine area(s) of need for the goal** ✓ What did I learn from collection of data? ✓ How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Specify the expected growth and proficiency.
Include a growth target that expresses the growth you expect your students to make.
 	
(Alternative settings may need some flexibility here based on the fluidity of students in programs. Collaboration between teachers and principals in these settings allows for necessary flexibility. However, this should remain as specific as possible.)
 	
Include a proficiency target.
 	
(See previous note.)
 	
Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.
	Decide on a student growth goal (SGG) that meets the **SMART** criteria.
	SPECIFIC
	✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
	✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
	    o endures beyond a single test date
	    o is of value in other disciplines
	    o is relevant beyond the classroom
	    o is worthy of embedded, course-long focus
	    o may be necessary for the next level of instruction
	MEASURABLE
	✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
	✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?

(SMART criteria is still expected.)

Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

Determine the measure for identifying H, E, L growth and for identifying proficiency. (Rubric, etc.) Define H, E, L growth and proficiency based on the identified measure.

(This measure should fit the goal. If ILPA will work in this process, KDE encourages that use since it is an expectation in many of the alternative settings that exist in the Commonwealth.)

✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE
✓ Is the goal standards-based and directly related to the subject and students taught?
✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC
✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND
✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals

High, Expected, Low determination
✓ Has the teacher identified "expected" as the desired outcome?
✓ How will the teacher address achievement of growth but not proficiency?
✓ How will the teacher address the achievement of proficiency but not growth?

Coaching Conversations for Teachers

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.)

Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.

Guidance for Step 3 and Assessment Methods

Determine professional learning
- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

Decide on instructional strategies for goal attainment
- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

Steps 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Describe your plan to monitor students' progress toward goal attainment.	Plan for progress monitoring through ongoing assessment
	✓ How and when will I monitor progress towards the SGG throughout the year/course? ✓ What formative assessment processes will I use for progress monitoring? ✓ How will I involve students in progress monitoring? ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards? ✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do no complete this box until the end of the growth goal timeline.	Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.
	✓ What does the data reveal about student growth? ✓ What does the data show about instructional practices? ✓ How can these results inform professional growth? (Connect this back to Step 3.)

*In the KAS for Mathematics, the "*Enduring Understandings*" reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.

Kentucky Framework for Teaching (KyFfT)

http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx

The Kentucky Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. This framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Common Core Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.

The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Observations in alternative settings are completed using the KyFfT. Look-fors in these settings will help fit the system to the setting. Teachers and principals in alternative settings will know what this looks like. Throughout the coming 2014-15 school year, we encourage teachers and principals in alternative settings to provide us with examples of what indicators would look like in their unique settings.

Component

Domain 1: Planning & Preparation

Domain

Element(s)

Performance Level

Indicators

Essential guidance for observers

Illustrates the meaning of framework language

1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the disciplines ... incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
• Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	• In planning and practice, teacher makes co... ma... • Te... understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedago... a...
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequi... relationships is inaccurate or inco... • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to ... ... provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	In addition t... "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	• The teacher says "the official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The t... perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The ... sure ... prac... on a... • The ...	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

2

Observation

http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Peer-Observation.aspx

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating.

Each district in Kentucky has made their own decision about how many, and what kinds of observations will occur during a teacher's summative cycle. All observations include a post-observation conference where teachers and adminstrators have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching. The power of observation lies in its ability to provide the feedback and analytical reflection necessary for teachers to make intentional changes to their professional practices.

Peer Observation

http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Peer-Observation.aspx

The purpose of Peer Observation is for teachers to receive formative feedback from a peer to help improve their practice. The data collected during a peer observation is not available to principals.

The peer observer does not have to be from an alternative setting. The requirements are that the peer observer was trained using the KDE approved learning and that he or she is selected and paired with a teacher based upon guidance in the district's CEP. Peer observations are completed and recorded in the district approved platform as also indicated in the CEP.

Student Voice

http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Voice-Survey-Page.aspx

The Student Voice Survey is a classroom level reporting survey used to provide formative feedback and evidence of effectiveness to classroom teachers and school administrators. Additionally, it is one source of evidence used to determine an educator's Overall Professional Practice Rating.

In some alternative settings, Student Voice is administered using Infinite Campus or other modes just as it is in a traditional setting. However, due to the uniqueness of alternative settings, Student Voice may need to be adapted. Before discussing any potential adaptations, it is important to note that results from Student Voice do not receive a rating. They are one source of evidence among

others that the principal considers when determining the final Professional Practice rating. The Student Voice Survey is student perception data.

The following is a list of adjustments that can be made to the Student Voice Survey in unique alternative settings. Alternative settings that cannot conduct Student Voice in the same way as it will be conducted in traditional settings, may:
- adjust the minimum number of student requirement – 10 students
- adjust the minimum number of days requirement – 15 days
- administer the survey using pencil/paper, Survey Monkey, Scan-Tron or another mode
- administer the survey over a period of time (i.e. an exit slip) to generate a larger n size

The Student Voice questions and administration guides are available on the Student Voice webpage. The collection of additional student perception survey data, may also be considered in determining the final Professional Practice rating for teachers in alternative settings.

Principal

http://education.ky.gov/teachers/PGES/prinpges/Pages/default.aspx

It is recommended that principals in alternative settings receive the same learning opportunities about PGES as those in a traditional setting. This learning provides the basis for PGES regardless of the settings in which it is applied. A great deal of information is available on the Kentucky Department of Education website.

Self-Reflection

http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Self-Reflection-and-Professional-Growth-Planning.aspx

Self-reflection is a process to consider the effectiveness and adequacy of performance, effects, knowledge, and beliefs for the purpose of professional improvement.

Principal Professional Growth and Effectiveness System
Reflective Practice, Student Growth and Professional Growth Planning Template

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E	
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	I	D	A	E	
3. Human Resource Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*	I	D	A	E	
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E	

Above is an illustration of a form for self-reflection commonly used by districts. Principals follow the self-reflection processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan. Principals in alternative settings have always used self-reflection.

Professional Growth Planning

http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Self-Reflection-and-Professional-Growth-Planning.aspx

The purpose of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to principals in strengthening their competencies in the identified growth need areas.

Professional Growth Goal:	
• What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	

Connection to Standards
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/action?

Above is an illustration of a form for recording a professional growth plan commonly used by districts. Principals follow the processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan. Principals in alternative settings have always participated in professional growth planning.

Student Growth Goal

http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Student-Growth.aspx

Principals are responsible for setting two student growth goals: a State Contribution Goal and a Local Contribution Goal. One goal is based on a Kentucky Board of Education Goal/Next Generation Goal and is considered the State Contribution. The other goal is based on school need and is considered the Local Contribution. The second goal may parallel the first or be completely separate. One of the two goals must focus on the gap population.

Student Growth Goal Planning Document

State Student Growth Goal Statement (Based on KBE/NGL Goals viewable in School Report Cards)	Local Student Growth Goal Statement (Based on School Need)	
Principal's Student Growth Plan *This plan will outline what the **principal** will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)*		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Above is an illustration of a form for recording a student growth plan commonly used by districts. Principals follow the processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan.

Principals in alternative schools that receive state student growth data complete the Student Growth process of PGES just as principals in a traditional setting. Principals in a setting that does not receive state data develop two (2) local student growth goals. Principals in alternative settings may also, with superintendent approval, connect student growth goals to one of the traditional settings in their district from which they receive students.

Principals in alternative schools may apply the same flexibility as described in the teacher Student Growth section of PGES. When appropriate, student growth goals may be connected to non-academic expectations that impact student achievement. Whenever appropriate, the use of academic student growth goals are the expectation.

Site Visits

http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Site-Visits.aspx

Site visits are one source of evidence that is included when determining an administrator's Overall Professional Practice Rating. School site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. School site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site Visit Form

__(YEAR)

_____District

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.

Kentucky Principal Growth and Effectiveness System

Above is an illustration of a form for recording a Site Visit commonly used by districts. Principals follow the processes, and use the forms and approved platform as directed by their district's Certified Evaluation Plan.

Superintendents or a designee conduct a minimum of two site visits each year. The expectations of the timeline for these are specific to the district CEP. Because these are site visits and take on a variety of forms, all alternative school principals participate fully in the this process no adaptations.

Val-Ed 360

http://education.ky.gov/teachers/PGES/prinpges/Pages/Val-Ed-360.aspx

The primary purpose of the Vanderbilt Assessment of Leadership in Education (VAL-ED) is to evaluate the leadership behaviors of a school principal. The assessment must be implemented with integrity and with a representative sample of educators who have had the opportunity to interact with the principal for at least two months.

The VAL-ED provides 360 degree feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) as well as key processes (the how).

T

**CROSSWALK BETWEEN VAL-ED AND
PRINCIPAL PERFORMANCE STANDARDS**

	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High standards for student learning	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Rigorous Curriculum	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Quality Instruction	Instructional Leadership	Instructional Leadership	Human Relations Management/ Organizational Management	Human Relations Management/ Organizational Management	Communication & Community Relations	Instructional Leadership
Culture of Learning & Professional Behavior	School Climate/ Professionalism	School Climate/ Professionalism	School Climate/ Professionalism	Communication & Community Relations	Communication & Community Relations	School Climate/ Professionalism
Connections to External Communities	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations
Performance Accountability	Human Relations Management	Human Relations Management	Human Relations Management	Human Relations Management	Communication & Community Relations	Instructional Leadership.

Val-Ed 360 is perception data for the principal. It is based on feedback from teachers, up to three supervisors, and the principal. Based on the setting, alternative school principals may be able to participate in Val-Ed 360 just as a traditional setting principal would. However, it is clear that there is no intention for the principal to be able to connect a response to a particular teacher. The requirement from Val-Ed is that at least half of the identified potential participants actually participate. Once it is clear that enough teachers exist that can provide feedback for the principal without the principal being able to identify a response with a teacher, it is expected that the principals participate in Val-Ed.

Val-Ed 360 is required once every two years and contracts directly with the vendor. However, each district will determine if they wish to administer Val-Ed 360 more frequently.

Working Conditions

http://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Working-Conditions-Goal.aspx

One approach to connect TELL Kentucky data to principal performance involves the effective interpretation and use of TELL KY data. After analyzing TELL data, principals set a target working conditions goal (WCG) that connect to the Principal Performance Standards. Setting goals based on whole staff feedback is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

USING THE TELL SURVEY TO ACCELERATE STUDENT LEARNING

Across the country, an increasing number of states are redesigning their effectiveness systems and implementing growth measures to gauge teacher and leader effectiveness. Data from multiple sources, including survey data, can help provide feedback to leaders and teachers.

The purpose of this tool is to crosswalk a subset of the TELL survey questions with the BFK•Connect® teacher and leader effectiveness framework. The TELL questions included in this document are those that are strongly related to five important strategies for creating a high-growth school. The information in this document allows you to focus your attention on key areas of strength and opportunities for growth that impact student learning.

If the alternative school receives TELL KY data, then the development of a 2-year WCG follows the same process as is expected in a traditional setting. If the school does not receive TELL KY data, other survey data is utilized to create a WCG. Another option is for the principal of the alternative school to utilize TELL KY data from a school that serves as a feeder to the alternative setting.

The WCG is a 2-year goal. It provides the principal with valuable insight on how to enhance the environment within the school.